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ABSTRACT

Human services programs offered at 30 schools, colleges, and departments of education are described. All of the colleges and universities offering the programs are members of the American Association of Colleges for Teacher Education. The programs are described through abstracts, written by the institutions, and contain the following information: title of the program; department; objectives of the program; why the program started or is maintained; student characteristics; when the program started; field experience locations; educational components or units; and contact person. The degrees conferred range from the baccalaureate to the doctoral level. (FG)

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ABSTRACTS

OF

HUMAN SERVICES EDUCATION

PROGRAM DESCRIPTIONS

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Prepared for the Human Services and Teacher Education Conference December 16-19, 1979, New York, New York

Sponsored by The Commission on Programs and Projects of The American Association of Colleges for Teacher Education in cooperation with AACTE's Advisory Council of State Representatives and The AACTE of New York

INTRODUCTION

During the past year, the American Association of Colleges for Teacher Education (AACTE) through its Commission on Programs and Projects and a special task force has been exploring the area of human services and teacher education. In April 1979 a statement on Human Services and Teacher Education was published and disseminated to the AACTE membership.

During the summer, the task force conducted a survey of AACTE member institutions to ascertain the extent and nature of human services type programs offered by schools, colleges, and departments of education. Approximately 300 institutions indicated that they offered such programs. The task force then contacted these institutions and invited them to submit 6-page program descriptions and 2page abstracts of their respective programs. Responses were received from 30 institutions. The program descriptions were used by the task force as a basis for selecting 8 programs for presentation at the New York Conference on Human Services and Teacher Education; the abstracts are included in this compendium.

The reader will note that the programs vary widely as to type and scope. The task force made no judgments about which abstracts to include or not to include; all of those submitted are in this compendium.

AACTE, its Commission on Programs and Projects, and the task force hope that this collection of program abstracts will serve to illustrate the kinds of programs that are now being offered and to assist those institutions which desire to initiate programs in the area of human services and teacher education.

Karl Massanari
Associate Director, AACTE
For the Commission on Programs and Projects
and the Task Force

December 1979

TABLE OF CONTENTS

	Page
Alderson-Broaddus College	5
Arizona State University	7
Auburn University	9
Boston University	11
George Washington University	13
Herbert H. Lehman College, CUNY	15
Illinois State University	17
John Carroll University	19
Kent State University	21
Lesley College Graduate School	23
New York University	25
Northeastern Illinois University	27
Oakland University	29
Old Dominion University	31
San Francisco State University	33
Southern Illinois University	35
St. John's University	37
University of Kansas	39
University of Louisville	41
University of Miami	43
University of North Florida	45
University of Northern Iowa	49
University of Northern Iowa	51
University of Rhode Island	53
University of Toledo	55
University of Wisconsin-Milwaukee	57
University of Wisconsin-Oshkosh	59
Washington University	61
West Texas State University	63
Western Washington University	65

Abstract

TITLE: Principles of Teaching and Learning for the Non-Education Major

WHO: Alderson-Broaddus College, Philippi, West Virginia 26416

The program is lodged in the Education Department of the College and is taught by Dr. Ruth Shearer, Professor of Education and Psychology.

WHAT: The course is an elective for non-education majors and draws most heavily from students with majors in allied health programs-nurses, radiologic technologists, medical technologists, and physicians assistants. It appeals also to social work students and pre-ministerial students. It could be very useful to business majors but so far very few have taken the course.

The course is a combination of two courses: educational psychology and secondary methods. It emphasizes learning theory and understanding learners during the first part of the course. A media workshop comes next; writing behavioral objectives, planning and preparation follows, and finally demonstration teaching is required.

WHY: The program originated because Dr. Karl Myers, Sr. who founded the Radiologic Technology major at the College insisted that educational psychology and secondary methods be required courses for all "Rad Tech" majors. He found that because these majors were graduates of a degree granting program rather than a diploma (career school) program, they were often employed to teach others in the situations where they found themselves.

The Nursing Department of the College also views nursing often as a "teaching function" and directs many senior nurses into the course.

WITH WHOM: See the above for characteristics of students enrolled. The students graduate with a Bachelor of Science Degree for the most part. One's major dictates which Bachelor's Degree he receives, but it is a Bachelor's Degree program only. The course has enrolled annually 19-40 students.

WHEN: The course was started in 1963. It is a one term course that yields three hours credit.

WHERE: Aside from media workshops and demonstration teaching required in the course, clinical situations occur in relation to courses in the students major fields. For example, all nursing students have assignments in their public health class that place them in the public school-teaching students health practices. For these experiences they are required to write lesson plans, unit plans, and LAPS (Learning Activity Packets) -- skills learned in the Education 33 course (Principles of Teaching and Learning).

HOW: See attached Syllabus for the course.

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ARIZONA STATE UNIVERSITY

TITLE: Selected Studies in Education

WHO: Arizona State University
College of Education

Selected Studies in Education is a goal-centered, student-designed program. The process of defining and developing each curriculum involves a statement of goals as well as the competencies and education experiences which serve to achieve those goals. The student has access to the offerings of the total university in tailoring his or her educational objectives.

The multidisciplinary concept is continued in the governance and structure of the program. Rather than exist as a separate and distinct unit, it transcends departmental lines in a very real sense. The organizational form and authority rest with a standards committee composed of representatives from the various academic departments and a student service center of the College of Education. No new resources or personnel were added. Those professors already skilled in an area related to a promising new dimension of teaching need merely redirect their involvement to include this wider arena of activities.

WHAT: At least five major elements distinguish Selected Studies in Education from more traditional programs.

1. Teacher education is expanded to include a broader base of human development.
2. Teachers, advisers, student personnel specialists and students are drawn together into a closer relationship.
3. Teaching options are offered alongside but are substantially different in content and intent from established programs.
4. It encourages and authorizes the preparation of a personalized education program which details the competencies to be attained in order to meet the career objectives of the student.
5. The total offerings of the university are accessible to the student including specialized experiences via interdisciplinary course selections, field work, independent study and other less common modes of learning.

WHY: Experts agree that most of the learning experiences occur outside the formal classroom. Business, government, the military, adult training, trade schools, anti-poverty programs, educational television, church and other similar centers of interest provide a vast array of teaching opportunities where formal certification is unnecessary. Individuals in these and other similar positions need training in how to explore and analyze the dimensions of human development, understand the learning process, and apply appropriate teaching principles and techniques.

WITH WHOM: Admission to the program is based on (1) 56 or more earned semester hours, (2) a cumulative grade-point average of 2.25 or better and, (3) a proposed plan of study approved by the Selected Studies in Education Standards Committee. Graduates are awarded a Bachelor of Arts in Education degree.

WHEN: The program was initiated in the Spring of 1975. Normally, students admitted to the program after their junior year can be expected to have additional semester hours and time added to meet their degree requirements.

WHERE: Students explore courses and experiences available in the university community associated with their educational objectives. All of these experiences must be functional to the student in acquiring the necessary skills and competencies and with respect to their own aptitudes and the needs of the field. A minimum of six hours of field-based experience is required of each candidate. The setting for field work is determined by the career goal of the student. For example:

Gerontology	Retirement City Recreational Center
Dental Hygiene Education	School of Dental Hygiene
Arts Development in Community	Center for the Arts
Education Broadcasting	Educational Television Station
Dance Instruction	Studio
Montessori Education	Montessori Pre-School
Bilingual Adult Education	Adult Basic Education Program
Training Officer	National Guard Unit
Veteran Outreach	Community Service Agency
Educational Management System	School District

HOW: Selected Studies includes the following educational components:

30 semester hours EDUCATION (interdepartmental concentration) Selected courses to provide a broad perspective of the educational process.

24* semester hours SPECIALIZATION (Interdisciplinary concentration) Designed by student and advisor according to student's needs and interests. (*Student may combine with either Education and/or support structure, however, the total may not exceed 60 earned semester hours from the College of Education)

27 semester hours SUPPORT STRUCTURE (Related fields concentration) Courses available to create minor(s) or supportive competency area(s)

45 semester hours GENERAL STUDIES (Core Curriculum concentration) Foundational courses in humanities, fine arts, behavioral/social sciences, science, mathematics and English/Communications

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AUBURN UNIVERSITY

TITLE: Human Services Program

WHO: School of Education, Auburn University, 3084 Haley Center, Auburn AL

The program is currently housed in the rehabilitation services department, but the program is interdepartmental. The faculty come from a variety of backgrounds, but most have their advanced training in rehabilitation and counseling.

WHAT & WHY: The program described in this document is an outgrowth of two basic needs. The first was the growing number of requests being received by Auburn University for individuals trained in the general area of human services at the undergraduate level. A second need is the growing demand by graduate programs in human services, such as counseling and rehabilitation, for individuals who had a preparation at the undergraduate level in the broad area of human services. The desired preparation goes beyond that normally experienced in an undergraduate psychology program. These two expressed needs led to a careful examination of our undergraduate rehabilitation program at Auburn University. That review began in 1977 with an external task force appointed by the Dean to review the entire undergraduate rehabilitation program. An internal committee was appointed by the Dean and began the process of developing a broader human services option within the School of Education. The proposed human services education program is composed of three essential components. At the first level undergirding the entire program is a general education program consisting roughly of 63 quarter hours. These 63 hours consist of those courses normally considered part of a liberal arts background. The second stage of development is what we refer to as the human services pre-professional core. This core consist of roughly 100 hours and is equivalent to a period of roughly two years. The course content in this component comes from the areas of education (15 quarter hours), psychology (14 quarter hours), exceptionality (25 quarter hours). The third component of the program is described then as the specialty level and consists of 48 quarter hours. The purpose of this component of the program is to provide the student with entry level job skills in a particular area. Examples of specialty areas already developed include: vocational evaluation, placement, adjustment services, counseling. It is anticipated that other specialty areas will be added in the near future.

WITH WHOM:

Student Characteristics:

A. Background:
- exposure to some phase of human services through family or personal experiences
- volunteer work with individuals which resulted in career interests
- general interest in working with people

B. Motivation:
- relationship with others in the field
- previous exposure to human service delivery through personal or family experiences
- faculty-student interactions

C. Degrees offered: Undergraduate major: B.S. Education, Specialty area or advanced pre-professional preparation

WHEN & WHERE: The program originated in 1979.

Content of Program

A. General: Development of pre-professional competencies in the field of human services for those who view the program as terminal.

B. Specific:
- Development of interpersonal skills for healthy helping relationships
- Knowledge of vocational, social, physical, psychological and educational aspects of disabilities, exceptionality, and normal development
- Skill development in vocational evaluation, adjustment services and pre-counseling

C. Coursework - experiential requirements:
(1) A.U.: general education program: (63 hours)
(2) Human Services Pre-Professional Core: (99 hours) foundations of human services
(3) Human Services specialty: (48 hours)
(a) vocational evaluation
(b) adjustment services
(c) pre-counseling
(d) corrections

(or)

advanced pre-professional preparation: (48 hours) preparation for advanced graduate study

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BOSTON UNIVERSITY
BOSTON, MASSACHUSETTS

ABSTRACT

TITLE: Program in Humanistic Education and Human Services

WHO: Division of Humanistic, Developmental, and Organizational Studies at Boston University.

The faculty have background and doctorates in the fields of philosophy, history, psychology, or sociology, as well as extensive experience in education or other human services.

WHAT: The program is designed for experienced practitioners or for those who seek to work in schools, community colleges, universities, hospitals, mental health centers, prisons, drug rehabilitation centers, and other human service agencies who wish to equip themselves with the necessary knowledge and skills to humanize organizations, to work humanely within bureaucratic structures, and to design humanistic alternatives to existing patterns.

WHY: The underlying philosophy of the program is humanistic. Humanistic education is defined as a process through which people are helped to become more energetic, creative, productive and effective in the world through gaining self awareness, interpersonal competence, and more powerful methods of analysis and synthesis.

WITH WHOM: The students are either experienced human service professionals or people seeking to prepare for a role in a human service field. The degrees offered, and the number of graduates* each year are:

Baccalaureate:	10
Master's:	20
Certificate of Advanced Graduate Study:	4
Doctorate:	30

WHEN: The program began in 1974. The credit hours required and average time taken to complete all requirements follow:

Degree	Credit Hours Required	Average Time To Complete Program
Baccalaureate	128	4 years
Master's	32	1 year
CAGS	30	1 year
Doctorate	32	2 years

WHERE: All degree levels require a combination of regular course work and supervised field experience. The field settings include schools, hospitals, drug rehabilitation centers, prisons, colleges, mental health centers, social work agencies.

HOW: The program emphasizes self-awareness, group leadership and group membership skills, research and consultation skills, and understanding of authority, power, values, change, creativity, and curriculum.

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TITLE: The Bachelor of Arts in Education Degree Program in Human Services

WHO: The George Washington University offers a program of study in Human Services within the School of Education and Human Development. The program is coordinated by a full-time faculty member with a background in counseling and administration of human service agencies. Other full-time faculty involved in the program are in a variety of related disciplines such as: Human Resource Development, Higher Education, Counseling, Human Development, and Administration.

WHAT: The program is designed to prepare students as generalists in the field of Human Services with the opportunity for individually planned, interdisciplinary study and specialization. The objectives of the program are: to enable individuals to develop their cognitive and affective abilities so they are effective in helping others; to meet a range of human service needs of people in today's and tomorrow's society; to develop human interaction and leadership skills in a changing society; to prepare students for entry into or to advance in human service occupations; to gain an awareness and appreciation for interacting values in a pluralistic society; and to prepare students for graduate study in a helping professional field. The areas of specialization available for a student to concentrate in could prepare him/her for entry or advanced level positions working with some of the following populations: children in day care; the handicapped; the elderly; the learning impaired; and adolescents and adults in vocational, recreational, or educational settings.

WHY: The program was developed in response to a perceived need among paraprofessional medical (and other human services) personnel for a non-clinical Bachelor's degree program as well as in response to a need among younger undergraduates who sought an alternative to a liberal arts curriculum.

WITH WHOM: Currently over seventy on-campus students are enrolled as human service majors (both full and part-time) and over seventy part-time students are enrolled in the off-campus program in Human Services. To date, only three have graduated with their B.A. in Education.

WHEN: The degree program was first offered in the Fall of 1977 and requires a total of 120 semester hours of coursework and field experience. A full-time student would take four years to complete the requirements. Most part-time students enroll with advanced standing and take one or two courses a semester. Summer courses are available.

WHERE: The student's program requires a variety of field experiences within each course as well as a six semester hour supervised field experience chosen in alliance with the student's area of interest and career goals.

HOW: In addition to the liberal arts requirements, electives, and area(s) of concentration to be individually planned, the student will take a core program designed to develop the following skills and areas of competency: human development; learning and teaching; communicating and interviewing; organization and administration; supervision and consultation; social issues; group theory and techniques; and field experience.

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TITLE: PROGRAM FOR ALTERNATIVE CAREERS IN EDUCATION

WHO: Herbert H. Lehman College, CUNY

The program is housed on the main campus of the college and is close to the agencies served by the program. Faculty assigned to the program are volunteers and represent varied disciplines in the Division of Professional Studies.

WHAT: The main objective of the program is to prepare students in the last two years of college for careers as educators in alternative non-public school institutions. At the same time, students are eligible for New York State elementary and secondary certification. Students pursue a contract learning system through which they define their academic and life goals as educators and design a contract with the assistance of a faculty adviser. Academic requirements are met through advisement both on and off campus. An intensive supervised internship is also required. Generic study areas are required of all students in order to prepare them for employment or graduate school in varied disciplines and settings.

Students prepare to teach in museums, zoos, senior citizen centers, early childhood centers, special education centers, historical societies, mental health centers, hospitals, drug rehabilitation centers, community centers, prisons, neighborhood houses, group homes, etc. Some students both teach and work as counselors in special projects. The age range served has no bottom or upper limit.

Each student leaving the program will have teaching skills for varied age groups and disciplines served in alternative settings. In addition, some students will achieve competencies in counseling and group work. Many of the students will be prepared for graduate school in several disciplines.

WHY: The program began in 1973 as an answer to the needs of a declining job market for public school teachers and the desire of many undergraduate students to prepare for careers as educators. Program faculty conducted a needs assessment for educators in alternative agencies in the New York metropolitan region and found that while public schools were contracting the alternative agencies were expanding. In addition, a need for a program which taught students how to create their own careers where none existed was determined.

WITH WHOM: Students enrolled in the program are liberal arts juniors and seniors seeking the B.A. degree. Approximately 150 students have graduated from the program with the B.A. degree. Students currently enrolled in the program are mainly Hispanic and Black. Many students are married and have children and must work part-time to support their families. Many of the students are between the ages of 25-35.

WHEN: The program was initiated in 1978. Students spend from one to two semesters in the program and complete 17 to 32 credit hours. Students take from one to one and one-half years to complete all program requirements.

WHERE: The typical student spends one day a week on campus and four full days at an agency in the field. A typical field setting would require the student to work with an agency population one-on-one, small groups and large groups. The student would be closely supervised by agency personnel and attend all agency meetings and workshops. The agency would regard the

student intern as a potential candidate for employment and insure that the student participates in all staff activities. The New York Botanical Garden, for example, would have the student teach classes visiting the Garden both indoors and outdoors. A Garden staff member would assist the student in preparing to teach these classes and would give the student a critique with suggestions for improvement at the end of the day.

HOW: There is no formal course structure in the program. All students design an individual learning contract and proceed to fulfill contract goals. Contract goals are achieved through independent study, tutorials, workshops, seminars and advisement. Students seeking New York State elementary or secondary certification are required to achieve specific competencies mandated by the state. All students are advised to achieve generic competencies, e.g., the organization of learning; assessment of student functioning and achievement; management of groups; dynamics of interpersonal relations; and a supervised intensive internship. Other specific competencies depend on the specific area chosen by the student.

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Herbert H. Lehman College, CUNY
Bronx, N. Y. 10468

ABSTRACT

TITLE: Human Services Education

WHO: Illinois State University

Human Services Education is one of several sequences (along with school counseling, counseling in higher education, and counseling in agency settings) in the Counselor Education program housed in the Department of Specialized Educational Development, College of Education.

Although supervised primarily by staff trained in counselor education, the program is interdisciplinary in nature involving faculty from the departments of Sociology, Psychology, Home Economics, Educational Administration and Foundations, Curriculum and Instruction, Business Administration, and Information Sciences. The faculty has had specialized training in consultation, program development and evaluation, group processes, and social system assessment and has had extensive experience consulting with organizations, institutions, and communities.

WHAT: The program in Human Services Education seeks to accomplish the following objectives:

(1) To teach students how to assess the effects of environmental systems on human behavior.
(2) To teach students how to design, deliver, and evaluate educational, developmental, and preventive interventions which promote effective human—environmental system interactions.
(3) To teach students how to perform educational consultation with clients and/or client groups.

The orientation of the program is neither intra- nor interpersonal but ecological, viewing human behavior within the context of environmental settings. It emphasizes the attainment of knowledge and skill in the prevention of educational and psycho-social problems, the enhancement of life skills, and environmental design.

WHY: Surveys of prospective employers in student affairs units of institutions of higher education and community service agencies in Illinois indicate a need and a desire to hire graduates from the Illinois State University Human Services Education program. Sixty percent indicated a staff opening within the past year for which they would consider a graduate of this program.

WITH WHOM: The program has attracted students with varied backgrounds and interests including:

(1) College graduates from the social, behavioral, and applied sciences who wish to prepare for master's level human services education positions or who intend to pursue doctoral studies in this area.
(2) Currently employed professionals who are interested in skill training in areas of consultation, program development, staff development, and social system change.

The basic program in Human Services Education at Illinois State University leads to a master's degree in Counselor Education. Qualified students may also be admitted to a College of Education doctoral program with a human services education emphasis.

WHEN: The Human Services Education program was established at Illinois State University in 1978. The master's degree program requires a minimum of 42 semester hours and can be completed in an academic year and two summer sessions of full-time graduate work.

WHERE: The program is experiential in nature. Seventy-three percent of the 11 core courses have laboratory components and students are actively involved in significant community based projects. Six semester hours of practicum experience are required in human service education and life skills development programs in settings such as university and community counseling services, health care facilities, and social agencies.

HOW: Students in the Human Services Education program are expected to take:

(1) Courses which provide basic foundations in consultation theory and practice (18 semester hours)
   - Basic Skills in Counselor Education
   - Theory and Practice in Group Counseling
   - Advanced Theory and Practice in Group Counseling
   - Models and Modes of Consultation
   - Research Methods and Statistics I
   - Sociology of Formal Organizations

(2) Specialized course work in the area of human services education (9 or 15 semester hours)
   - Life Style and Career Development
   - Organizing and Implementing Life Skills Training Programs
   - Environmental Assessment and Change Strategies
   - Program Development and Evaluation in Human Services Education
   - Organization Development

(3) Multidisciplinary course work in an area of specialization (9 semester hours)
   Each student develops an area of specialization that is multidisciplinary in nature and which focuses on a specific area of interest. Each specialization is developed with the student through advisement and represents a unique area of emphasis.

(4) Supervised practicum (6 semester hours)
   - Practicum (Human Services Education)
   - Practicum (Life Skills Development Programs)

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JOHN CARROLL UNIVERSITY

ABSTRACT

TITLE: Human Services Program

WHO: John Carroll University
North Park and Miramar
University Heights, Ohio 44118

The Human Services Program at John Carroll University is an interdisciplinary program. Faculty members with primary responsibilities are members of the psychology and education departments. However, a significant portion of each student's experience may be planned in disciplines outside of these two fields, according to the individual career development needs of each student.

WHAT: The primary goal of the program is to train individuals to intervene by way of a number of helping relationships as a means of enabling persons to become more fully functioning. Settings in which graduates apply their counseling skills will vary. They may include classrooms, social and welfare agencies, courts, child and family care services, mental health services, pastoral counseling, geriatrics counseling, etc. Depending upon the setting, the counselor could be a facilitator, mediator, consultant, educator, developer, and stimulator. The program has enough flexibility to relate to the unique training needs that each of these varied institutional settings requires.

Essential competencies included in the training program include self-awareness and understanding, group development skills, client appraisal, group guidance, evaluation, and planning, communications skills and individualized needs.

WHY: Much of the indication of an area wide need for this program came through many personal inquiries by individuals already in human services fields seeking to formalize their training and to add skills. No formal needs assessment was undertaken.

WITH WHOM: The typical student in this program has had human services work experience and most are part-time students who are currently working in human services institutions. The degree earned in this program is Master of Arts. The program is only in its third year of operation and consequently has only graduated about ten persons. For this reason, a follow-up study does not yet seem feasible.

WHEN: Thirty-three semester hours are required for the MA degree. Since most enrollees are part-time students, the average completion time for the degree is between two and three years.

WHERE: Eighteen semester hours of course work are required in the core areas of the program. Some of these core courses, such as counseling and appraisal include clinical and field experiences. The culmination of the program is a field experience in which the student is required to undertake no less than ten clock hours per week of supervised, and structured experiences. Typical field settings include mental health clinics,

alcoholism center of a hospital, children's aid society, campus ministry, Ohio Youth Commission, Broadview Center for the Mentally Retarded and the Cleveland Crisis Intervention Center.

HOW: Instead of a sequence of specific, required courses, the student in this program is required to earn credits in broad content areas. These areas are: Human Growth and Development, The Helping Relationship, Group Processes, Appraisal and Research and Evaluation. In addition twelve semester hours are required in cognate areas and three hours of field experiences.

CONTACT: The program coordinator is Dr. Alexander M. Feldvebel, John Carroll University, North Park and Miramar, University Heights, Ohio, 44118, Phone: 216-491-4331.

KENT STATE UNIVERSITY

TITLE: Educational Studies

WHO: College of Education, Kent State University, Kent, Ohio 44242

Educational Studies is a college-wide option in the College of Education at Kent State University. Policies and procedures for the option are developed by an Advisory Committee composed of faculty advisors representing each participating department, the Coordinator, the Assistant Dean for Teacher Education, three students, and two community-based advisors.

Faculty members who are specialists in a particular education area selected by a student serve as advisors as well as help to develop basic model programs to be utilized in program planning. In some cases, the student's area of specialization will include course work in areas of knowledge outside the College of Education which directly relate to the field of specialization (e.g., School of Nursing, Social Work, and the College of Business Administration). All faculty in the College may serve as advisors and program developers in the cross-departmental Educational Studies option.

WHAT: The primary objective of the option is the professional development of educators for non-school settings. It is designed to serve those students who desire a community-based educational career in those human service settings engaged in the delivery of educational as well as other services to client populations.

Students graduating from the Educational Studies program may assume roles as administrators, program coordinators, counselors, facilitators, and trainers in special skill areas. They may function in such settings as Alternative Educational Programs, Youth and Community Agencies, Crisis and Health Centers, Religious Programs, International Associations, Cultural Awareness Programs, Programs for the Elderly, Safety Education Programs, Programs for Social Action, Community Education, and Pre-school Education. Client populations will vary with the area of specialization.

All graduates should reflect awareness and competencies in human relations, communication and organizational skills, and group dynamics, in strategies for educational planning, curricular designs, and teaching styles, in the nature of human growth and development and learning theories, and in the relationships among cultures and educational systems and community study.

WHY: Program rationales are derived from a recognition that meaningful and deliberate education has always occurred in a variety of settings; that increasing public demand is creating a proliferation of educational offerings in settings who traditional service is other than educational; and that those individuals currently filling educational roles in non-school settings desire to sustain professional attitudes and competencies. At the same time, issues of social and economic equity for a vast array of special groups, demand for adult training and re-training as the United States moves into a service society, and the emergence of new populations (e.g., the very young child, the older American) who are asking for educational services, require that new modes of preparing educators be provided. Demands for non-school educators have been identified in a variety of ways: 1) national survey of programs for educators for alternative settings was commissioned by the Dean of the College in 1975; 2) A survey of College of

Education faculty provided specific job opportunities in education. 3) Various regional resource materials were utilized, such as the Human Service Information Service (CHRIS) of the Federation for Community Planning in Cleveland, Ohio, which lists more than 150 human service settings with educational components in the Cleveland SMSA, and national listings of programs such as the People's Yellow Pages.

WITH WHOM: Persons enrolled in Educational Studies are those of traditional college age, and older persons who are currently performing educational roles in alternative settings. Some are interested in a particular field (e.g., retardation, physical education, music); some are interested in a certain population (e.g., young children, women); and some are interested in an individual setting (e.g., YMCAs, children's hospitals). After completing the requirements for the Educational Studies option, students earn a Bachelor of Science Degree through the College of Education.

WHEN: Educational Studies was officially approved by the Educational Policies Committee of the University in May, 1979, and enrolled its first students in September of this year. A four-year baccalaureate program, it requires 129 semester hours for completion, 50 of which are earned in a specialization area.

WHERE: Clinical or field experiences are required for all professional education programs by the State of Ohio. In addition, there is a 10 semester hour field experience required of all Educational Studies students. Field placement in a variety of settings appropriate to the student's area of specialization is designed for each student, and supervision is shared by a cooperating educator on site and a supervisor from the College of Education. Students currently enrolled will be receiving field experience in a gymnastics school, a children's hospital, a group home for retarded persons, the Community Education office of a nearby city, and a variety of other such settings.

HOW: The degree option includes the following components:

General Education - an academic base in the Humanities, Social Sciences, Natural Sciences, and Fine Arts.

Pre-Professional Seminar - a study of agency-based education and the theoretical foundations of educational policies and programs.

Professional Education Foundations - course work, clinical and field experiences focusing on awarenesses and competencies required of all professional educators.

Individual Speciality in Education - development of skills, understandings, and awarenesses which directly relate to the student's particular goal in education.

Supervised Field Experience - placement in a variety of business or agency-based settings under the supervision of a cooperating educator and a supervisor from the College of Education.

Series of Electives - supportive of the student's field of interest, selected from offerings in the College of Education, Academic Areas, and other professional schools.

CONTACT: Dr. Normand R. Bernier, Coordinator of Educational Studies, White Hall, Room 406, Kent State University, Kent, Ohio 44242 1-(216)-672-2178.

TITLE: Management in Human Services Program

WHO: The Lesley College Graduate School is situated near Harvard Square in Cambridge, Massachusetts. The Graduate School is composed of four major divisions: Mental Health, Teacher Education, Management, and Outreach and Continuing Education.

The Management in Human Services Program is the newest of four areas within the Management Division of the Graduate School. The division's core faculty consists of four contract faculty with training backgrounds in management, educational administration, sociology and special education. Adjunct faculty are drawn from the large numbers of highly qualified professionals within Boston and the surrounding area. Adjunct faculty teach an average of one course in their area of specialization and comprise a major percentage of the teaching faculty.

WHAT: A primary objective of the program is to provide training which:

- o focuses on the generic aspects of management
- o emphasizes the development of "underlying competency areas" in management which include such skills as the ability to identify and diagnose problems, generate and utilize resources for problem solving and develop strong interpersonal relationships
- o expands knowledge of theoretical issues while maintaining a focus on the practical application of various management theories

Students entering the program are already involved in a management career. They have demonstrated management skills in an administrative position in the field of human services or a related field.

Graduates of the program may plan to continue in their present system as a middle or upper level manager or desire to transfer into a related area of human services. Generic management skills are required in the basic areas of responsibility of most positions. Other positions might rely heavily on the skills developed in an area of specialization such as staff development and training, program evaluation or grant writing and development.

WHY: Many persons in the human services professions have entered into management positions by demonstrating competence in a direct service role. For many, management skills developed are gained through an "on-the-job" approach and are limited to the specific job requirements and available resources of that particular organization. Additional training is needed. A Master's in a business administration program does not meet the training needs of this population. Data gathered over a one year period through a series of meetings with potential employers, potential students and management training personnel indicates a need for a training program in management which is responsive to the climate, issues and values of human services systems.

WITH WHOM: Previous experience in management is an important prerequisite for admission to the program. Preference is given to individuals who are able to articulate a clear sense of compatability between their own objectives and the opportunities offered by the Management in Human Services Program. Because a diverse student body enriches the program, we seek students from a wide-range of professions. The unifying characteristics of the students are: 1) management experience and 2) the desire to become a better manager.

Applicants seeking admission are functioning in a variety of positions. Experiences include administrator in local hospital, unit director in a state institution, administrator in a community mental health program, assistant director of community social service program, business manager of an educational program. Training backgrounds include nursing, social work, education, business administration and physical therapy.

WHEN: The Management in Human Services Program was initiated in the fall of 1979. Applications were accepted throughout the fall semester and the first series of courses were also offered. The Management in Human Services Program will be accepting its first applicants in January, 1980.

The full time, one-year training program includes three full semesters as well as a January intersession. Students complete 37 semester credit hours for the Master's degree. Students may also enroll in the program on a time basis. It is recommended that part time students complete the program within a three year period.

WHERE: The Management in Human Services Program is designed to respond to the needs of experienced students. Therefore, all aspects of the program seek to bridge work and study, theory and practice. On-campus courses comprise 18 semester hours of the program.

The additional 19 semester hours involve the development and application of skills in field based activities. Half of those 19 hours are spent in an area of specialization which combines seminars and field work. Student's participate in a number of field placements which vary in purpose and length. Included are: a specialized area of study, an on-the-job experience, a year long internship or field based action research project.

The program has established contact and anticipates working with mental health centers, state agencies, community social service programs, hospitals and state institutional settings. Special projects within the development division of the graduate school will also be available for student involvement.

HOW: The program of study reflects a primary interest in the generic functions of the human services manager while allowing for a concentration in a particular training area.

The Management in Human Services degree program requires a total of 37 semester hour credits earned in three areas: 1) core management courses 2) area of specialization 3) field based action research. Core courses focus on the essential skills needed by any manager functioning in any variety of positions within the organization. Area of specialization activities offer an opportunity to focus in some aspect of management. The field based project offers an opportunity to design, implement and document an individual project as a culminating learning experience of the program.

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ABSTRACT

Title

SEHNAP (pronounced "see-nap")

Who and what

School of Education, Health, Nursing, and Arts Professions, New York University, Washington Square, New York, New York, 10003.

It should not be assumed that colleges for teacher education have one program for the training of "Human Services Educators." Instead, the New York University School of Education, Health, Nursing, and Arts Professions has a large number of such programs, most of which have been operating for a number of years. Indeed, in its organization and its programs, SEHNAP is a prototype of the new kind of institution into which schools of education seem to be evolving.

SEHNAP is a large, conglomerate school made up of four diverse divisions and twenty-two departments which have evolved over time and are bound together by a network of programmatic, research, administrative, and governance relationships.

Although teacher education, because of the School's history, is still the dominant mission of the School and the one for which it is known most widely, at least two other missions have become crucially important to the welfare of the School and have accounted for the general stability of student enrollment during the decade of the seventies. These are, first, therapy, rehabilitation, and health maintenance, and, second, training for the performing arts.

An additional mission of specialized administrative training is achieved through such programs as those in food service management, leisure services administration, nursing administration, and performing arts administration.

The preparation of human services educators overlays three of the above missions (the exception being the performing arts), even though it has not been explicit as a mission, at least until very recently. It evolved not only from the teacher education mission, but also from the other two as well. It is central to the mission of providing specialized administrative training.

Recognizing the importance of human services education and of making that a more explicit mission of the School, faculty committees are planning a broad new undergraduate program for educators in the non-school context, to be ready for formal launching by the fall of 1981 or 1982.

SEHNAP now has twenty or more programs preparing human services educators. These operate in all four divisions of the School, mainly as graduate programs.

Faculty members for human services education programs are not separately identified or differentiated from other faculty members in their teaching functions or organizationally.

Departments or programs concerned

Human service educators are being prepared in departments or programs of business education, counselor education, deafness rehabilitation, early childhood education, educational administration, general educational psychology, Hebrew culture and education, home economics and nutrition, leisure studies, religious education, special education, speech communication, teaching English to speakers of other languages, health education, occupational health and safety, nursing, and performing arts administration.

Settings where graduates are employed

Graduates are employed in a wide variety of settings. Examples are government departments; social service agencies; businesses and industries; hospitals and health agencies; religious organizations; professional associations; and various agencies and organizations for the conduct and promotion of the arts.

Kinds of positions filled by graduates

Examples of kinds of positions filled by graduates of the various programs are these: teachers (not in schools or colleges), counselors, specialists in deafness education, program developers, community organizers, fund-raisers, public health nutritionists, directors of religious education, researchers, specialists in speech communication, writers and editors, health educators, safety educators, nursing administrators, and administrators in organizations for the conduct and promotion of the arts.

Contact

Professor Richard C. Lonsdale, Head of the Division of Education, SEHNAP, 306 East Building, New York University, New York, New York, 10003. (212) 598-2195

NORTHEASTERN ILLINOIS UNIVERSITY

ABSTRACT

Title: Bachelor of Arts in Educational Studies

Who: Northeastern Illinois University

The Educational Studies Major is an interdepartmental major within the College of Education. It is governed by a policy board composed of faculty from eight departments and administered by a coordinator selected from the Board. The Board is comprised of faculty members from the departments of Counselor Education, Educational Foundations, Elementary Education, Instructional Media, Physical Education, Reading, Secondary Education and Special Education. Faculty from these departments will teach the core courses of the program.

What: The program is designed to prepare students for careers in non-school settings where a preparation as an educator has been identified as desirable. Such settings would include business, industry, recreation centers, hospitals, unions and community, state and federal agencies. The overall objectives for the program focus on:

1. goals and educational needs of differing organizations
2. task analysis, program planning, and program evaluation
3. principles of learning and motivation
4. psychological and cultural needs of diverse populations
5. use of teaching methods and technology
6. skills in interpersonal effectiveness

Why: The program is based on an expansion, not of the definition of the word "educator," but on recognition of the needs for teachers in all sectors of society. A UNI survey of business and industry, hospitals and local agencies in the Chicago area in 1977 indicated strong interest in employment of people with backgrounds in education.

With Whom: The first course of the program, "The Role of Educators in Non-School Settings" is being taught this fall. The students are older, employed, and of varying backgrounds. The program is intended to offer career opportunities in education to undergraduate students, currently employed adults, and individuals who are returning to the work force and are interested in working with adults in an educational setting. Emphasis is being placed on attracting the student who is over twenty-three years of age and who has not completed a Bachelor's degree. The first graduates of the program will be in 1981.

When: The major was approved by the Illinois Board of Higher Education in June 1979 with the first course offered this September. It is a 33 hour program consisting of three components: Core courses, Educational Studies electives, and an internship. It is expected that students will take four semesters to finish; three semesters for course work and one semester for the internship where students will be directly involved in educational activities in a non-school settings.

Where: Students are required to take 12 hours in four core courses and 12 additional elective hours in accordance with individual career objectives. The program culminates in a 9 credit hour internship. Field settings are now being arranged in banking, health care, insurance, manufacturing and human services. Students are also encouraged to take 18-33 credit hours in

an additional area of concentration such as business, human services or data processing.

How: The requirements for the Major in Educational Studies are:

Core courses	Credit Hours
The Role of Educators in Non-School Settings	3
Teaching/Learning Process in Non-School Settings	3
Instructional Techniques and Technology in Non-School Settings	3
Dynamics of working with groups and individuals in Non-School Settings	3
Total	12
Educational Studies Electives	12
Internship	9
Total	33

The purposes of the core courses are:

A. The Role of Educators in Non-School Settings
Student exploration of aptitudes and interests in relation to careers as educators, familiarization with organizational purposes and the role of educators within varied organizations.

B. Teaching/Learning Process in Non-School Settings
Knowledge of and planning in use of information on characteristics of learners, task analysis, principles of effective learning and instruction, and evaluation of outcomes.

C. Instructional Techniques and Technology in Non-School Settings
Knowledge of and skills in establishing objectives based on task analysis, selection and use of appropriate methodology and technology.

D. Dynamics of working with groups and individuals in Non-School Settings
Knowledge of and skill in situational analysis and effective interpersonal behavior.

The purpose of the nine credit hour internship is to synthesize classroom learning with practice in the field.

CONTACT: Jean B. Carlson, ESM Policy Board Chairman, Phone: 312-583-4050, Ext. 8331

or

James Lockwood, ESM Program Coordinator, Phone: 312-583-4050, Ext. 8260

Northeastern Illinois University - College of Education
5500 North St. Louis Avenue
Chicago, Illinois 60625.

TITLE: Bachelor of Science in Human Resources Development

WHO: The School of Human and Educational Services, Oakland University, Rochester, Michigan, offers the B.S. in H.R.D. The 18-20 full-time faculty members who teach most of the courses required for the major in H.R.D. hold appointments in the 70-member Department of Teacher Education. Also, 15-20 part-time faculty members who are employed in community agencies teach one course at a time for the program.

WHAT: Two objectives of the program are to prepare personnel (1) for service-action careers in a broad range of human service settings, and (2) to assist persons of all ages to develop their full potential, to become self-sufficient and productive members of society.

The program design includes a foundation of general education; knowledge in behavioral sciences; a core of skills in human relations, research and program delivery; and a concentration of courses in a particular area of human service followed by an internship during one semester of the Senior year in a related work setting. This covers human development, analytic, communication, and organizational skills for work in situations such as: employment and training programs for adults and out-of-school youth including career planning and job placement; drug and alcohol abuse and community crisis center work; probation counseling and rehabilitation programs for offenders; youth services; gerontological services in programs to assist the elderly; family services and parent education; early childhood education in day-care centers and nursery schools; services for the handicapped in workshops and residential centers; hospital patient representative and grief support work; and employee assistance and training programs for business and industry.

WHY: In 1970 certain community agency employers asked our guidance and counseling faculty, in the then School of Education, to jointly plan with them and offer training for their employees to become more effective in work with clients. The employees sent for training had an average of two years of undergraduate college credit. Each year more courses were developed and more employees were enrolled. This created the need and the idea to design a major where the new courses could be applied and a new degree program for the major which was opened to regular students as well. This coincided with an enrollment drop in education majors and attracted new persons to the university which education faculty began to teach.

WITH WHOM: Nearly one-half of the 470 H.R.D. majors who are enrolled Fall 1979 are over thirty, married, part-time evening students. About 80 percent transferred from another college and are female.

WHEN: The B.S. in H.R.D. was initiated in September 1973, however, development of new courses used for the major in H.R.D. began in 1970. 124 semester hours credit are required which can be completed in 4 years. However, over 400 persons have graduated between 1974 and 1979 because three-fourths of them had two or more years of college at the time they entered H.R.D.

WHERE: Within the 64 semester hour credit major in H.R.D., students spend about 1/3 of their time in regular classrooms, 1/3 in laboratory or simulation courses, and 1/3 at a field site. This is a major design stipulated by employers.

HOW: The 124 credit degree program contains the following: General Education 32; English Composition 8; Cognate Courses in Behavioral Science 24; Core Courses (Interviewing, Group Process, Assessment, Delivery Techniques) 16; Concentration (select one of 12 human service specialties) 12; Senior Internship 8-12; Electives 20-24.

CONTACT: William F. Moorhouse, Professor and Chair, H.R.D.
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TITLE: The Ph.D. in Urban Services and the Institute for Human Services Practicum

WHO: Institute for Human Services, Darden School of Education, Center for Educational Research and Service, Old Dominion University

The Ph.D. in Urban Services is an interdisciplinary degree program drawing on faculty resources in the Schools of Arts and Letters, Business Administration and Education. The Institute for Human Services, housed within the School of Education, provides practicum experience for degree candidates at all levels. Faculty working with the Institute include specialists in human services education, urban education, urban curriculum development, administration, multi-cultural education, adult education, training design and evalaution, both statistical and observational.

WHAT: Two distinct but complementary programs in human services exist at Old Dominion University. The Ph.D. in Urban Services program seeks solutions to the complex human, social and technological problems of contemporary urban society. The Institute for Human Services provides practicum research and service field experience to human service education students at the baccalaureate, master's and doctoral level. Through academic and practical experience doctoral level students are prepared to assume leadership roles in urban management and urban education. Baccalaureate and master's level students are prepared to assume roles as human services educators or providers.

WHY: The Ph.D. program in Urban Services is based upon two broad principles. First, that the framework for urban services is policy analysis and, secondly, that community need determines the style and method of analysis. The philosophy of the Institute for Human Services is complementary. It seeks to integrate and coordinate programs in human services and to facilitate the mission of the university in applying university resources within the domain of human services.

WITH WHOM: The urban services doctorate and the Institute has successfully attracted students from diverse backgrounds. Approximately 35 students are enrolled in the urban education concentration and 10 in urban management. Twenty students are currently receiving practicum credit through Institute programs in degree levels ranging from baccalaureate to doctoral.

WHEN: Both the Ph.D. in Urban Services and the Institute are in their first year of operation. The urban services program requires approximately 60 to 69 credit hours of advanced study; Institute programs are individualized and negotiated on an individual basis.

WHERE: The urban services program requires a field internship of three to six credit hours. Institute projects are field oriented and involve students in all stages of specific human services delivery programs. Practicum experiences have included a management training program for social services workers and a training program for family in-home day care providers. Proposed programs include an NIMH proposal for doctoral level research and training in the preventive aspects of mental health, training for foster parents, integrated family life education programs and provision

of consultant services to assist in the development of integrated delivery systems.

HOW: The Ph.D. program consists of seven components -- prerequisite competency areas, urban services core curriculum, concentration area, cognate area, internship capstone laboratory and dissertation. The urban services program is designed to enhance the analytical, and research skills of students and prepare individuals for leadership roles in urban education, government, public service management and program planning. Institute programs are designed to provide students with practical experiences in all phases of human services program design, implementation and evaluation.

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SAN FRANCISCO STATE UNIVERSITY

TRAINING SYSTEMS SPECIALIST

--An Alternative Career Program for Educators--

Abstract

TITLE & WHO:

The Training Systems Specialist Certificate Program is currently being developed in the School of Education at San Francisco State University. While the University is developing procedures for implementing limited-objective certificates, the program is being offered as a specialization within the Master of Arts in Educational Technology. Educational Technology and Adult Education Task Force faculty teach program courses.

WHAT:

The program is designed to prepare graduates for careers as training and adult education program developers, managers, and evaluators in business, industry, government, and public service agencies. These agencies provide both basic education and job-specific training to adults. Training Systems students develop competencies in the analysis, planning and development of a variety of training resources and strategies, in teaching adult learners, managing personnel, and consulting with clients.

WHY & WITH WHOM:

The Training Systems Specialist Program has been developed in response to three basic demands or needs: (1) employers' demand for training personnel with professional preparation specifically appropriate to training system design and delivery; (2) the demand of teachers seeking to change careers and move into the training sector for quick, efficient, career-oriented preparation; and (3) the demand of employed training personnel for upgrading of professional skills.

WHEN:

Currently, students can enroll in program courses as a specialization within a 30-unit Master of Arts Degree, or through continuing education with no degree objective. It is anticipated that by mid-1980, students will be able to enroll in the Training System Specialist Certificate Program, an 18-unit non-degree course of study. Program courses have been in place for one year. The certificate program is planned to begin officially in the spring or fall of 1980.

WHERE & HOW:

In program coursework students progress from basic skills acquisition, through case study and analysis to field-based internships. Students spend the majority of their time in classwork which is heavily field-based: case studies are discussed, sites are observed, and guest speakers bring current developments in technology, services, and methodology into the classroom. At least one course in each student's program includes an internship developing an instructional program at an appropriate site. Internship sites include hospitals, electronics firms, banks, adult vocational schools, and training development companies.

CONTACT:

For further information, contact:

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SOUTHERN ILLINOIS UNIVERSITY

Graduate Human Services Program

Southern Illinois University, School of Education

ABSTRACT

The proposed Masters Degree in Human Services is designed to prepare human service professionals with knowledge and skills required to meet the contemporary needs of community human service systems. Students will learn comprehensive human services concepts and practices at the policy, planning, and delivery levels that prepare them to work in a variety of professional roles in human service systems.

The curriculum developed to accomplish this purpose contains a minimum of 52 quarter hours distributed among five program components:

(1) The Human Services Core, 16 hours. This program component contains a 16-credit requirement for all degree candidates, and represents the essential content background for all other human services courses.

(2) The Human Services Area Concentration. 12 hours. Students will select one of two Area Concentrations which prepares them to provide professional expertise in human service systems.

(3) Research, 4 hours. The research requirement provides a basic research background.

(4) Field Experience, 4 hours. Students will enroll in a final field seminar which integrates all previous field experiences.

(5) Electives, 16 hours. Each student, with approval of the Advisory Committee, will select appropriate electives that enhance his/her particular program and career objectives. A minimum of 8 credits is required outside the department.

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ST. JOHN'S UNIVERSITY

TITLE: B.S. in Human Services

WHO: St. John's University, Jamaica, New York 11439

The program is housed in the School of Education and Human Services within the Division of Counseling and Human Services. It is staffed by members of the faculties from several University Schools, including Liberal Arts, Business, Pharmacy, and Education and Human Services. The faculty assigned to the program within the School of Education and Human Services are faculty teaching in other educational programs within the School. Their experiential background is school or agency based. Almost all possess doctorates in areas such as: Counseling, Curriculum, Psychology, and Special Education. One of the two coordinators of the program serves as Director of Field Experiences for the teacher education program housed in the School. To put it succintly, the faculty are typical of that found in a School of Education that offers undergraduate and graduate programs in Education.

WHAT: The program is based on a "generalist" approach to training human service workers. The generalist concept implies the training of a person who can competently perform selected tasks in all of the roles of the human services worker that have been identified as necessary for meeting the needs of human services clients. These roles include: (1) outreach worker, (2) broker, (3) advocate, (4) evaluators, (5) mobilizer, (6) teachers, (7) behavior changers, (8) consultant, (9) community planner, (10) data manager, (11) administrator, and (12) care giver.

WHY: There has been a revolution in the definition of the typical "human services client" (it is no longer simply the insane and the institutionalized) without the needed revolution in the training of workers to deliver these services. There is a dearth of 4 year training programs geared to meet the needs of today's typical human services clients. Schools of Education faculty possess the needed skills to train the human services generalist, if the Schools are willing to broaden the scope of their mission. This must be done if Schools of Education hope to survive the decline in enrollment in teacher education programs.

WITH WHOM: The students are individuals intending to work in the "helping professions." Many are choosing the program as an alternative to a degree in teacher education. Many are transfers from one of the 22 Associate Degree Human Services programs in the metropolitan New York area. There are only <u>three</u> B.S. programs in the <u>entire</u> New York State area as shown in a survey conducted this year by the Southern Regional Education Board.

WHEN: The first students entered the program in the Fall of 1978. It is a four year B.S. degree, 127 credits. The program is set up to accommodate two year Associate Degree graduates and allow them to complete the program in four years.

WHERE: The program in Human Services, like the programs in teacher education at St. John's University, is a competency based, field oriented program. The entire senior year (32 credits) is spent in the field participating in supervised externship, specialty course work, and seminars. Over 25% of the program involves participating in supervised field experiences and clinical situations. Typical field settings utilized in the programs include: schools, hospitals, social service agencies, and counseling centers.

HOW: The program is divided into three segments: (1) the General Education segment, (2) the Professional Generalists Preparation segment, and (3) the Professional Specialty Preparation segment.

The General Education segment of the program is comprised of 30 credit hours of selected liberal arts courses in Communications, Humanities, and Fine Arts. The Professional Generalists segment of the program is comprised of 66 credits of course and field work. This total includes 45 credits in related Natural Sciences and Social Sciences; and 21 credits in Human Services course work and field observations and experiences, including: Survey of the Human Services (3 cr), Initial Field Observation in the Human Services (3 cr), Developing Professional Skills for the Human Services I, II, (12 cr), and Career Planning in the Human Services (3 cr). The Professional Specialty segment (senior year) of the program is comprised of 32 credit hours of elective specialty course work, externships, and seminars.

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PJQ/vm

TITLE: Music Therapy

WHO: Located within the School of Education at the University of Kansas, the Department of Music Education and Music Therapy employs faculty members who have distinguished themselves in the professional experience, academic achievement and/or clinical work in music education/music therapy. All faculty members have completed research funded by private, state, and federal agencies, including the Kansas State Department of Education, the National Institute of Mental Health, and the U.S. Office of Education. Only music therapists registered with the National Association for Music Therapy, Inc., (NAMT) may teach two of the music therapy curriculum's core courses: "Influences of Music on Behavior" and "Music in Therapy." For other major area academic requirements, all departmental faculty and staff members are engaged. Staff other than regular faculty consist of assistant instructors and teaching assistants selected from graduate students who have distinguished themselves academically.

WHAT: Registration as a music therapist--either through the baccalaureate degree program or through the equivalency program to the baccalaureate degree--qualifies students for music therapy practice in hospitals, institutions for exceptional children, community mental health programs, and similar settings. Graduate study in music therapy emphasizes scientific research to develop knowledge of musical behavior. All music therapy undergraduates must demonstrate proficiency in the major applied performance medium and in other performance areas, and accomplish at least ten appropriate and acceptable individual public performances. All music therapy undergraduates must also demonstrate functional ability to perform accompaniments on a ukulele. In order to be registered by NAMT, music therapy graduates must fulfill a six-month clinical internship.

WHY: The department believes that a major goal of music therapy is using music and musical activities to help accomplish specific therapeutic aims in the restoration, maintenance, and improvement of mental and physical health. Using music systematically, the music therapist helps individuals to develop a better understanding of self and environment and to become increasingly competent in adjusting both for best health. Professional practice in music therapy makes use of extensive knowledge of the influence of music on behavior and the roles of music in society. The music therapy field deals with human behavior and thus requires extensive understanding of its dynamics.

WITH WHOM: At present, both baccalaureate (B.M.E.-Therapy) and master's (M.M.E. with a major in functional music) degrees are offered in the music therapy program. The Ph.D. and Ed.D.degrees in music education are also available to the music therapist; however, these degrees concentrate mainly on music education, so the M.M.E. can be considered the terminal degree in music therapy. Department graduates have achieved positions of leadership as deans, directors of schools, chairpersons, directors of music therapy, and faculty members in Universities of the Big Eight, Southeastern, and Southwestern conferences, as well as other universities and colleges in the U.S. and abroad. KU graduates direct about forty-five percent of the college music therapy curricula approved by NAMT. Graduate students have won funds for thesis and dissertation research from various private, state, and federal agencies. Since the program's initiation, approximately 300 baccalaureate degrees and 70 master's degrees have been conferred. In addition, approximately

18 doctorates have been conferred on therapists seeking that degree.

WHEN: The M.M.E. degree with a major in functional music (music therapy) was first offered in 1947 with its first recipient graduating in 1948. The baccalaureate degree program was not begun until the early 1960's. The baccalaureate degree requires a minimum of 129 semester hours of credit with at least a 2.1 cumulate grade-point average and a minimum of 2.5 in all music education-music therapy courses. Generally, four years is the average period of time graduates take to complete all requirements exclusive of the clinical internship. For the M.M.E., usually one to two years, depending on prior experience and education, is the average period of time necessary for completion.

WHERE: The majority of time, graduates are engaged in regular course-work with four to eight hours spent in clinical situations (clinical practica) and supervised field experiences (clinical internship). Typical field settings utilized in the program include the University Affiliated Facility which encompasses special education mainstreamed classrooms and day-care centers, community nursing homes, Lawrence's public schools which also contain mainstreamed or special education classrooms, public and private hospitals, and similar settings.

HOW: Coursework required for registration as a music therapist is concerned with the fundamental knowledge of the acoustics, psychology, and anthropology/sociology of music. In addition, offerings from the following departments are included: Educational Psychology and Research, Special Education, Biology and Physiology, Psychology, Dance (electives), and other closely related fields.

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Director of Music Therapy
Department of Music Education - Music Therapy
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Undergraduate Program in Counseling and Guidance (leading to a Bachelor of Science Degree with a Major in Counseling and Guidance).

Department of Educational Psychology and Counseling
56 Houchens Building
University of Louisville
Louisville, Kentucky 40208

The department is in the School of Education. Faculty and staff regularly assigned to the Undergraduate Program include nine full-time and three part-time professors all holding doctoral degrees in counseling-related areas or educational psychology. Staff members from community agencies also teach courses on a regular basis.

The objective of the program is to train undergraduate students in the theory and practice of community and vocational counseling. Graduates are employed in a wide variety of job roles in social service agencies where they perform counselor-related functions. Examples include employment agency counselors, drug counselors, rehabilitation counselors, corrections counselors, business and personnel assistants, and residential house parents. The primary target population is the low-income urban dweller in need of help or assistance. Clients range in age from the early adolescent to the elderly and include both males and females, blacks and whites. Students develop knowledge and skill in counseling through a sequence of coursework which culminates in two semesters of field experience (practicum) in a community agency. Emphasis is on skill development that will enable the graduate to assist others with personal, social, emotional, and vocational concerns.

The program grew out of demand from agencies and institutions in the state of Kentucky that were hiring individuals at the undergraduate level to serve in counselor or counselor-related jobs. The program began by training individuals already employed in such jobs and gradually expanded to include students enrolled in a regular four-year degree program at the University of Louisville.

At the inception of the program students were primarily older persons who had several years of job experience. Students now cover a wide age range and have a wide range of job experience. The program attracts a large number of minority students including both blacks and women. The first graduates completed the program in 1973, and since that time approximately 125 individuals have received the B.S. Degree in Counseling and Guidance. Many of these persons have continued on to pursue graduate work in counseling, and have received their master's degree in counseling from the University of Louisville.

The program was initiated in 1971 with the first graduates receiving their degrees in 1973. It is a 128 semester hour Bachelor of Science degree. Students enter the program after completing 60 credits in general education and electives. They must take 39 credits in required counseling courses and 18 hours from a prescribed list of courses in psychology and sociology. After being admitted to the counseling program, full-time students complete their degree in about five semesters.

Course work in counseling and guidance is divided into the following types of learning experiences: lecture and group discussion (4 courses), seminars (2 courses), experiential groups (2 courses), skill development labs (2 courses), supervised field experience or practicum (2 courses). Students find practicum placements in a wide variety of community agencies such as agencies for alcohol and drug abuse, residential treatment facilities for adolescents and adults, vocational training programs, and facilities for the aged and physically handicapped.

The structure of the program is as follows: general education requirement (32 credits), guidance and counseling requirement (39 credits), social science requirement (18 credits), humanities and natural science requirement (12 credits), electives (27 credits). The purpose of the program is to produce graduates with a general liberal arts education, a specific knowledge of the counseling field and related social science areas, and the practical skills necessary to function as an effective helping person.

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TITLE: Human Services Program

WHO: University of Miami

The Human Services Program is operationally located in the Department of Education and Allied Professions. The entire teaching and supervising faculty for the Human Services Program have their major area of expertise in the helping professions.

WHAT: The objectives of the Human Services Program is to prepare individuals at the baccalaureate level with the knowledge and skills necessary to work with individuals and groups for the purpose of helping them develop to their maximum potential. The Human Services graduate will have gained knowledge of the psychological forces operating within the individual as well as the environmental influences that affect the individual's development. The Human Services graduate will have an understanding of how the internal and external forces determine individual and group behavior. The major focus of Human Services training is to provide the skills necessary for the graduate to function as a teacher, consultant, counselor, social services provider, planner, organizer, advocate, coordinator, and evaluator. The Human Services graduate will work in cooperation with and under the supervision of existing specialists to provide direct and indirect services to individuals and groups.

WHY: The concept that education can only take place within the limited confines of the school setting is obsolete. The program is unique in that it is community and experientially based; in addition it is academically sound. It allows the student to become involved in a meaningful way in contributing to and learning from the "real world" while earning an undergraduate degree.

The last twenty years have seen increasing use and legitimization of personnel other than doctoral-level trained professionals for the delivery of human services. The Joint Commission on Mental Illness and Health in 1957 recommended extensive revision of the mental health care delivery system so that manpower could be used more effectively. Caplan in the forties began the movement in Primary Prevention which utilized education as a tool to reduce incidences of specific limiting disabilities. Research has shown that manpower can be <u>effectively</u> increased and services improved by training individuals to handle tasks previously the responsibility of doctoral-level trained individuals.

WITH WHOM: The individuals enrolled in the Human Services Program at the University of Miami range in age from eighteen years of age to fifty-five. They are predominantly female of mixed ethnic backgrounds. The majority of the students are enrolled on a fulltime basis. Most of the students are single, having never been married; others are returning to school after raising a family. Many of the students have had some past experience in the helping professions at least on a volunteer-basis. There are presently sixty-five students with a major in Human Services. The first graduating class (1979) had fourteen students, all of whom graduated with a bachelors degree.

WHEN: The program began in the Fall Semester, 1976. It is a four year program which most students complete in four years.

WHERE: Of the one-hundred and twenty credit hours required for graduation, ninety of the credits are standard classroom courses, The remaining thirty credits are completed in various field settings. During the freshmen, sophmore and junior years the students are rotated through six different settings (one per semester). Each student is required to spend six hours per week for the entire semester in each of the six settings. During his/her senior year the student is assigned to one setting in which he/she is required to spend fifteen to twenty hours per week for the entire year. During each of the seven placements the Human Services student is supervised by an onsite agency-paid professional as well as a University of Miami faculty or staff member.

HOW: Human Services majors are expected to complete eighteen credits in General Education which include Fine Arts, Arts and Humanities, Natural Sciences and Social Sciences. They are required to complete a minimum of six credits in English, eighteen in psychology and twelve in sociology and/or anthropology. The remaining courses include twenty four credits of Human Services courses, thirty credits of Field Experience, six credits of education courses and six elective credits.

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TITLE

The Creation, Implementation and Evaluation of a Competency-based Teacher Training Program

WHO

University of North Florida, College of Education

The University of North Florida is the youngest institution of higher education in the Florida State University System, having initiated its graduate and upper division undergraduate programs on October 2, 1972. It is located in Jacksonville, Florida. From the beginning the College of Education faculty and staff at the University of North Florida have been committed to a competency-based teacher education (CBTE) model.

Faculty and staff dedicate their efforts, time, and energies to upholding the competency-based philosophy of the College of Education and the University of North Florida.

WHAT

The primary goal of the College of Education continues to be to create, implement, and evaluate teacher training programs that will produce both academic achievement and desirable pupil behaviors - the focus being on student outcomes.

The College of Education at the University of North Florida currently prepares pre-service teachers in the areas of pre-school, elementary, secondary, special, vocational, health and physical education. Additionally, master's level teachers are prepared in these areas, as are school guidance counselors. All instructional departments involved are committed to a "field-based" teacher education program. The faculty believes that teachers in training must practice skills learned in the college classroom with real children in school settings. The College is committed to the implementation of this training in the living laboratories of the community. For this reason, no laboratory school has been developed; instead, pre-service teachers receive field experiences in public schools, agencies, and other community institutions. Most of these experiences are offered in the surrounding counties served by the University: Baker, Clay, Duval, Bradford, Nassau, and St. Johns. These counties have been extremely generous and cooperative in offering their schools and agencies to the University of North Florida students for field experiences, student teaching, and research activities.

WHY

Just what is it that teachers do to cause pupils to learn? This issue has long been a major concern in the field of education. The teaching act requires many skills, abilities and characteristics that are difficult to identify and define (Gage,1972; Peter,1975: Stern, 1963). Many studies of teacher-pupil interaction have identified numerous skills demonstrated by the teacher which seem to cause desirable changes in pupils, that is, learning (Peter,1975). However, precise measurement of teacher skills has been virtually nonexistent (Houston and Howsam, 1972.)

In recent years the movement toward accountability in teaching has given impetus to an emphasis on competency performance. As Houston (1974) points

out, the movement toward performance based teacher education has as its foundation the idea that teachers should be trained to do those things that cause or facilitate educational growth in their pupils.

Currently in the field of education, greater and greater stress is being placed upon the quality of teacher training programs. The demand that some attempt be made to determine the effectiveness of teacher training programs has become increasingly insistent (Suchman, 1967). State Department of Education, governmental agencies, professionals, and lay groups are demanding that educators provide evidence as to the worth and effectiveness of their teacher training programs.

Many states; i.e. New York, Texas, Pennsylvania, Florida; have begun to explore the possibility of certification of teachers based on performance as well as on level of education and knowledge. The United States Office of Education has encouraged the performance-based movement. Through its funding, the United States Office of Education continues to support teacher training programs which require performance-based approach. The American Association of Colleges for Teacher Education has given impetus to the movement by developing standards that require a faculty to define the professional roles of the teachers and design preparatory programs based on these roles. In concert with United States Office of Education and American Association of Colleges for Teacher Education, the Committee on National Program Priorities in Teacher Education has recommended the testing of the power of competency-based teacher education as a means of improving the performance of educational personnel in the nation's schools (Rosner, 1972).

The question has arisen whether teacher educators have provided experiences which lead to the acquisition of competencies relevant to effective functioning in the classroom. Rosner (1972) has pointed out that one of the most complex problems confronting teacher education has been the identification of criteria by which to assess the effectiveness of teacher trainee programs. He suggests three basic methods of identifying specific skills and competencies:

(1) the examination of research and theory of the behavioral and social sciences
(2) the examination of content and skill emphasis of specific school curricula, and
(3) the conducting of inquiries of master teachers and teacher trainers.

Following Rosner's suggestions the College of Education at the University of North Florida examined appropriate research literature. In addition the College surveyed both teacher training curricula from other universities and curricula from public school programs. A survey was also conducted in which master teachers and teacher trainers identified those skills and competencies deemed necessary to effect academic gain in pupils.*

*Information available from the Special Education Department at the University of North Florida.

WITH WHOM

Students enrolled in the Undergraduate program have completed 2 years of college work with an average of "C" or better, while graduate students have completed a baccalaureate degree with an average of "B" or better. Students are all commuters, as the university is non-residential. The degrees of Bachelor of Education, Master of Education, and in some programs in cooperation with the University of Florida, the Specialist in Education and Doctor of Education degrees are offered. Since its opening in 1972 the University of North Florida has graduated 1,421 students at the Bachelors level and 1,241 at the Masters level.

WHEN

The University of North Florida initiated its graduate and upper division undergraduate programs on October 2, 1972.

The duration of the undergraduate program is 2 upper level years, the Junior and Senior year; while that of the graduate program is 1 to 1½ years. Credit hour requirements for the undergraduates are a minimum of 54 credit hours for completion of the program, and for graduates a minimum of 55 credit hours for program completion.

WHERE

About 60% of the time a student is involved in coursework, with the remaining 40% of time being spent in clinical situations and in supervised field experiences.

The typical field experiences are conducted in public school settings in regular and special education classrooms, with some experiences occuring in state hospital and institutional settings.

HOW

The program consists of courses selected from each of three component core structures. In the first core, sets of professional competencies are taught, while in the second core courses are directed toward specialized professional competencies. The third core includes courses in supportive cognate areas. Specific competencies are delineated for courses in each core component.

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TITLE: Master of Arts in Counseling

WHO: Division of Personnel Services
School Administration and Personnel Services
College of Education
University of Northern Iowa
Cedar Falls, Iowa 50613

Faculty are the members of the Division of Personnel Services, all Doctorate level individuals trained in Counselor Education who are responsible for the teaching of the 25 semester hour core. Faculty from the total university provide the emphasis area support.

WHAT: The program objective is to provide a 25 semester hour core in individual and group counseling skills which may be implemented in a variety of human service positions. Students select a minimum of 5 semester hours in an area of job interest. Major job placement areas include nursing supervision or nursing education; juvenile probation; adult and institutional corrections; human service consultants; nursing home counselors; vocational rehabilitation counselors, group homes; social welfare agencies (usually supervisory or administration positions); pastorial counseling; and business or industrial counseling.

WHY: The program developed as a result of interest in non-educational settings for a program that would provide skills in interpersonal relations. Need assessments based on student interest response in programmatic areas distinguished this program from the traditional school counseling focus. Student evaluation of the program is the basis for program development and revision.

WITH WHOM: Students in the human service program represent two distinct populations: the recent Baccalaureate candidate in psychology or sociology who because of job market conditions, or special interest in a counseling focus, and the mature adult who has established himself/herself in a profession and desires to improve their interpersonal skills (nursing and the pastorial field most predominantly).

Currently we graduate 25-30 students per year from the Master's program with numbers increasing yearly.

WHEN: The program was developed during the middle sixties with the most current program modifications made in August of 1978. Thirty semester hours represents the minimal program, although graduates complete about 35 hours. The University currently offers an undergraduate emphasis of 18 semester hours in Gerontology and many students obtain this certification either prior to graduate study or as a part of their graduate program. Normally a student completes the degree program in a three semester arrangement.

WHERE: Major focus in all counseling area classes is devoted to practice and application of the skills acquired in the program. From the earliest courses on, students visit, observe and utilize their new skills in work settings identified with the student's anticipated vocational goal. A 300 clock-hours supervised field experience (Practicum) is provided in the work-site setting. Typical field settings include nursing homes, correction agencies, including the Boys Training School, churches, and community agencies.

HOW: The course content includes the following courses:

Core:

29:205	(3)	Techniques of Counseling
29:227	(3)	Counseling Theory and Methodology
29:220	(3)	Group Process
OR		
29:124g	(3)	Applied Group Dynamics
29:110g	(3)	Information Services in Guidance
OR		
29:225	(2)	Facilitating Career Development
29:290	(3)	Practicum in Counseling (May be repeated for credit)
29:203	(3)	Analysis of the Individual
29:289	(2)	Seminar in Agency Counseling
29:252	(3)	Relationship and Marriage Counseling
29:289	(2)	Seminar: Grantsmanship

Selected Area Courses

A minimum of 5 hours selected with advisor approval provide depth in work setting foundations. These credit hours may be provided from course work throughout the University and allow students to individualize the program to their specific needs. The Seminar in Agency Counseling and Practicum provide on-site experiences with clientele of the setting. Core course work, which provides skill practice, is often conducted with clients of similar student interest. The Seminar on Grantsmanship is a unique course added to the program because of the number of positions which depend on, or are supplemented by, grant or foundation monies.

CONTACT:

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TITLE: Recreation Major - Therapeutic Emphasis

WHO: University of Northern Iowa

The Recreation Division is housed within the School of Health, Physical Education, and Recreation in the College of Education. Five faculty members are assigned regularly to teach and advise in the program.

WHAT: The main objective is to provide entry-level professionals with skills to educate the handicapped toward fulfillment of their leisure needs. Graduates enter institutional settings and deal with elderly, mentally ill, mentally retarded, socially devient, or multiple handicapped individuals. Competency must be attained before graduation in assessing client needs and prescribing and evaluating individual treatment plans.

WHY: Although during the 1970's the needs of the handicapped have received special notice and care, the leisure needs have been overshadowed by the educational needs of the handicapped. Professionals with specific training as outlined by the National Therapeutic Recreation Society certification standards are in great demand.

WITH WHOM: About 150 students have declared a Recreation Major with nearly 90 currently enrolled in therapeutic recreation. Approximately 30 students receive a B.S. in Recreation - Therapeutic Emphasis each year.

WHEN: The current curriculum was initiated in 1975. The program is intended to be a 3-year professional program integrated with the general education program of the University. Most students enter as juniors. A total of 4 semesters are required to complete the 56 semester hours in the recreation core curriculum. Graduation requires 126 semester hours.

WHERE: An attempt is made to balance equally the percentage of time spent in field work and in theoretical work. Practical observation of appropriate field sites is initiated in the first semester courses. During the second semester, in-class, supervised work with handicapped youth and adults is initiated as well as non-supervised voluntary work with programs for the handicapped in the community. A block of courses during the third semester is held at the Black Hawk Health Center under the joint supervision of the site supervisor and an on-site faculty member. The full-semester practicum taken during the fourth semester is the final link of coordination between the theoretical and the practical.

HOW: All recreation majors complete an introductory sequence of classes including: Introduction to Recreation where all facets of the field and the profession are explored; Community Recreation and Field Work where the community-based programs are visited and evaluated; Recreation Leadership and Leadership Laboratory where leadership skills are developed in a variety of activities; and Recreation for Special Populations where attitudes toward handicapped are explored as well as identification of members of special populations and the programs which are designed for those persons identified as having special needs.

All recreation majors complete a junior-level sequence of courses including: Recreation Programming where leisure needs of persons of wide chronological and cultural backgrounds are explored and programs are designed for a number of settings; and Basic Supervision and Administration of Recreation where entry-level managerial skills are taught with special emphasis on supervision of subordinates and volunteers.

Therapeutic recreation majors also complete a block program at the Black Hawk Health Center whereby every Wednesday afternoon for the semester the class meets at the site. Practical experience is gained in working with profoundly retarded youth, trainable retarded adults, bedridden adults, and the socially deviant youth. Site resources are utilized to emphasize realistic aspects of supervision and administration concerns as they apply directly to delivery of leisure services for the handicapped.

Students select 3 sites from a list of about 20 sites within a 100-mile radius of campus to interview for their culminating practicum experience. The student spends the full semester on the site and assumes the role of the young professional. Practicum students return to campus on alternate Mondays to attend a seminar on professional issues and to share their practicum experiences with other recreation majors. Practicum students are expected to design a programmatic project to enact at the site. Project presentations are made during the seminar sessions. Practicum receives 14 semester hours ungraded credit; seminar receives 2 semester hours graded credit.

A variety of electives are provided to fill the pre-professional needs of the majors. Electives must be selected from several of the following areas: Special Education, Counseling, Creative Drama, Adapted Physical Education and Aquatics, Anatomy, Kinesiology, Cardiac Rehabilitaiton, Abnormal Psychology, and Gerontology.

During the third semester the majority of the students elect a course, Physical Activities for the Handicapped generally taught by the Adapted Physical Education specialist. During the class, students draw dupon their coursework in anatomy and kinesiology as they explore developmental sequencing of movement patterns and techniques of teaching movement to the varied handicapped. Trainable and educatable retarded youth and adults are brought to the gymnasium for recreation experiences. A college faculty member is present at all times. The student progresses from working on an individual basis to working with a large group of handicapped. Both public schools and adult group homes are served.

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UNIVERSITY OF RHODE ISLAND

TITLE: Bachelor of Science in Human Science and Services

WHO: University of Rhode Island. The proposed program is located in the College of Human Science and Services, Division of Interdisciplinary Studies. The College has 70 full-time faculty and 20 staff members. Approximately 80 percent of the faculty hold an earned doctorate or are currently enrolled in a doctoral program. All faculty are also assigned to traditional programs in the College, including bachelor and master's degree programs in education, physical education, and home economics. The proposed program in human science and services includes a considerable amount of course work from other areas of the University, including the liberal arts and sciences, and related professional areas.

WHAT: The objectives of the program are to provide baccalaureate level students with a background in the liberal arts and sciences and a professional sequence in specific areas of human science and services. An 18-credit core program for all students provides a generalist overview of human science and services. Each student must also complete two Option Areas of approximately 18 credits each. A total of 44 Option Areas is available. In consultation with their advisors and following a specified format, students choose their Option Area combinations. Depending on the combination, either a generalist or specialist approach may be taken. A field placement experience is required of all students except those who can demonstrate an equivalent prior experience.

Students are prepared for entry level positions in a variety of public and private human services settings. The program is structured to provide all students with sufficient background to pursue a graduate education in their chosen area of study.

WHY: The program rationale is based on the following premises: 1) undergraduate professional education should give students a broad general education , a solid grounding in theory and knowledge, and pre-professional education in the appropriate areas of application; 2) students should have significant opportunity for field placement work; 3) opportunities for both specialized and generalist programs should be provided; 4) the program should strike a useful balance between structure and flexibility; 5) the program should draw not only on areas associated with the College of Human Science and Services but also on the liberal arts and sciences and associated professional areas at the University; 6) the program should provide students with a strong foundation for graduate study; 7) the program should be attractive to older, returning students; 8) faculty as well as students should be encouraged to work on interdisciplinary projects.

The program was planned based on needs identified in the national literature, related studies of the needs in Rhode Island and New England, and needs expressed by senior professional staff in several human services agencies in Rhode Island.

WITH WHOM: Students enrolled in the program are expected to be similar to those now enrolled in the College. The majority are traditional age college students, though the number of older students is increasing. Approximately 70 percent are from Rhode Island. We anticipate approximately 100 students per class.

WHEN: Planning for the program began during the planning year for the College: 1977-78. The program draft was completed during the summer of

1979 and is now in the process of being approved by various University committees and faculties. The program in a four-year sequence, with 130 credits required for graduation. Preliminary data on student persistence at the University indicate that most students will be able to complete the program in eight or nine semesters.

WHERE: Of the total 130 credits required, a minimum of six are required in a field placement situation. Additional opportunities for field placement are available in many areas. In addition, the College has begun a volunteer placement bureau which can assist students in finding additional field placements. Typical field placements already in place include: The Adult Correctional Institution, Planned Parenthood, Boston Children's Hospital, Child Welfare Services, Roger Williams Zoo, and homes and centers for the elderly.

HOW: The basic structure of the program is as follows:

1. General Education Requirements, 45 credits, to include:
   A. Humanities, 6 to 9 credits, including three credits of social philosophy. A course in ethics is strongly recommended.
   B. Mathematics, Natural or Physical Science, 9-18 credits, which must include at least three credits of math and six credits of science. Most students will be required to complete work in zoology or chemistry.
   C. Social Science, 12-18 credits, including coursework in economics, sociology, psychology, and political science. Coursework in history and education are recommended.
   D. Communication Skills, 6-9 credits including three credits each in oral and written communication.
2. Core Program in Human Science and Services, 18 credits. Required coursework includes: Introduction to Human Science and Services, Human Development throughout the Lifespan, Research in Human Science and Services, Introduction to Public Policy in Education and Human Services, and a three-credit seminar experience.
3. Option Areas. Each student must choose two of approximately 18 credits each. The first Option Area must be from among the following: Adulthood and Aging, Child and Youth Studies, Community Health, Consumer Studies, Early Childhood Education, Educational Studies and Policy, Family Resource Management, Family Studies, Home Economics, Home Economics Education, Housing, Human Development, Instructional Communication, Recreational Program Services, and Textiles and Clothing. Students choose their second Option Area under a specified format in combination with their faculty advisors.
4. Professional Electives, 12 credits.
5. Field Work, 6 credits minimum.
6. Free Electives

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TITLE: Public Affairs and Community Services (PACS)

WHO: College of Education, University of Toledo, 2801 W. Bancroft, Toledo, Ohio 43606

PACS is located in the Department of Educational Theory and Sociological Foundations with the entire faculty at The University of Toledo serving as possible resource persons, instructors or advisors. The staff most active in the program is an interdisciplinary group of faculty in education having expertise in such areas as group process in education, socialization, human growth and development, learning theory, instructional methods and materials, evaluation of educational programs, educational leadership and supervision, administration, health education, guidance and counseling and sociological foundations of education.

WHAT: The important objectives of PACS include:

1. Students will demonstrate skills in written, oral and interpersonal communication among public clients and colleagues.
2. Students will demonstrate knowledge of important concepts and principles in such fields as human growth and development, decision making, public affairs and urban society, group process, public administration, and leadership.
3. Students will demonstrate skills in educational planning, implementation and evaluation related to their own majors.
4. Students will demonstrate skills in planning, implementing and evaluating and revising efforts at change or progress in their field setting, emphasizing the synthesis of basic and advanced skills and knowledge in their program.

Important competencies include using creative problem solving skills individually and in groups; planning, implementing, evaluating and revising educational programs; professional writing, accuracy and supportiveness of interpersonal communication, leadership and supervision and public relations and counseling. PACS students are trained to serve in such roles as school nurse, licensed practical nurse or technician instructor, media specialist, home training consultant, in-service and client educator, supervisor, orientation director, nursing home consultant or in-service and nursing home or public agency staff.

WHY: Many people work for public and private institutions in positions which place them in sensitive, interpersonal, and intercultural relationships with local citizens and colleagues. Such individuals as policemen, nurses, firemen, nurses aides, recreation personnel, sanitary and maintenance workers, technicians, consultants, and social agency staff people generally fit this pattern. Oftentimes, the relationships among such people and the public or their colleagues are educational in that ideas, knowledge and skills are taught, learned, shared, and used.

WITH WHOM: Most of the students in the PACS program have experience, goals and/or jobs in local agencies, generally in the health field. In fact, a majority of these students are registered or licensed practical nurses, health technicians, and staff in nursing homes. Other types of students include people from such institutions as Planned Parenthood, the Red Cross, the police and fire departments, and the welfare and unemployment bureaus. There have been approximately 30 graduates in PACS with nearly 160 students in the program. PACS students receive a Bachelors of Education Degree (B.Ed.).

WHEN: PACS was initiated in 1973. Students are required to complete 192 quarter hours for graduation. PACS students take on the average of five years to complete their requirements because most of them are part-time students, entering with the equivalent of a two-year degree.

WHERE: The PACS program includes five important components: (a) general education (75-96 quarter hours), public affairs core (16 hours), communication core (15-17 hours), thematic major (44-60 hours), and field experience (20 hours). Typical field settings include public and private schools (school nurse), nursing homes, hospitals, public agencies (e.g., welfare office, YMCA, local drug abuse facility, agencies for handicapped), Red Cross, and university health centers.

HOW: General education (a variety of options to meet the requirements).

Public Affairs Core: (Intro to Pub. Aff., Problem Solving, Societal Living, Human Growth and Development).

Communication Core: (Professional writing, Group Process, Administrative Theory, Public Relations and Counseling Techniques).

Thematic Major: (Developed by student with one or more advisors).

Field Experience: ("on-the-job" synthesis of skills involving project(s) of value to student and organization).

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UNIVERSITY OF WISCONSIN-MILWAUKEE

PROGRAM ABSTRACT

TITLE: Educational Studies

WHO: University of Wisconsin-Milwaukee

The Educational Studies program is housed in the School of Education. Its structure is simple--there is one person assigned 1/2 time to administer and direct the program, counsel and advise students, summarize credits, prepare senior summaries and chair the advisory committee. Secretarial help is available on 1/2 time basis. Advisors for individual students volunteer assistance.

WHAT: The program is designed to give an interdisciplinary background and specialized skills based upon the student's personal goals in education and career choice. These choices are extensive, varied and highly individual. Students aim for roles in teaching, counseling, administering, planning and advocating in various social, educational and health-related settings. The clientele range from gifted to a range of disabilities, from institutionalized to free and from elderly to infant. Areas of competencies include a foundation of education and the special area of focus with a basic knowledge, a more in-depth development of knowledge and skills including program planning, leadership and relationships, evaluation and role function. All students have a general core of liberal education and advanced work in a content area related to their personal goals and needed competencies.

WHY: The program was developed as a response to the societal changes in technology, life style, and individual freedoms. In addition, recognition of the fact that the role of educator of "behavior modifier" is not limited to the school setting but is an integral part of living and growing in a variety of settings prompted the development of a degree in Educational Studies.

WITH WHOM: Students tend to be intrinsically motivated, above average age, employed, and committed. The degree is a B.S. in Educational Studies requiring 128 credits. Since its inception 55 have graduated.

WHEN: The program was initiated as an idea in 1973, finalized in 1975 and in swing by 1976. To acquire 128 credits a large portion of the students in this institution spend over the usual four years. Graduates of this program have transferred from other programs in most instances. Official entry is upon completion of 58 credits.

WHERE: There is a range in time spent depending upon programs. Average is eight to ten credits in the field per se. Other credits in classes. Field settings range from rehabilitation centers, hospitals, social agencies, community centers, TV studios, leisure settings, treatment centers and like arenas of action.

HOW: General education core (24 cr.), program requirement in education (34 cr.), advanced level focus support courses (12 cr.), additional related and non-related electives to complete 128 credits. Competencies

include knowledge of growth and development, relationship of philosophy to program, leadership and evaluation as well as more specialized skills related to personal goals.

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UNIVERSITY OF WISCONSIN-OSHKOSH

ABSTRACT

TITLE: Human Services Program

WHO: University of Wisconsin-Oshkosh, College of Education and Human Services

The program is housed in the College of Education and Human Services. The interdisciplinary faculty from the College of Education and Human Services and the College of Letters and Science represent an appropriate balance between teaching and community service--two ingredients necessary for a successful Human Services program.

WHAT: The primary objective of the program is to prepare human services generalists at the baccalaureate degree level who will be employable in a variety of settings including social services agencies, mental health institutions, and community service organizations. The human services professional will be able to apply general knowledge and skills in working with a diversity of clients such as the elderly, mentally and physically disabled, and institutionalized clients as well as outpatients. Essential functions and competencies include teaching and educational programming, counseling, advocacy, supervising, change agentry, and problem-solving.

WHY: The program is predicated on the emerging need for persons trained as "helping generalists". Clients should be dealt with holistically, with "empowerment" of the client being the end result. Empowerment is largely an educational process that helps individuals progress from dependency to independence. Service delivery should be comprehensive and integrated rather than categorical and fragmented. Since there is some indication in Wisconsin at the state level that services integration is imminent, universities should be preparing professionals to serve that system.

WITH WHOM: Students currently enrolled in the program are predominantly white females between the ages of 20 and 32. For the most part, they are part-time students currently employed full-time or part-time in human services organizations. No students have yet been graduated; the first students entered the program in January 1979.

WHEN: The program was established in January 1979. This upper division program covers the last two years of a baccalaureate degree program. The Human Services portion of the degree program consists of forty credits coupled with general education requirements for a total of 128 credits required for graduation. Students are able to apply previously earned credits, CLEP credits, and can have prior experience assessed for credit. No information is yet available on the average time required for completion of all graduation requirements; it appears that most students will complete the program in either two years of full-time study or twenty-four months of continuous part-time study.

WHERE: Proportionally more time is required in regular course work than in clinical and field experiences. (Contact hours showing a ratio of two to one in courses versus field experiences.) Typical field settings include nursing homes, advocacy organizations, mental health institutes, corrections institutions, day care centers, residential settings, and youth organizations.

HOW: The course sequence consists of 18 credits of generic skills courses taken during the junior year followed by or taken concurrently with six credits of simulation and strategy application. Nine credits of field experience are taken in the senior year and seven to ten elective credits may be taken at any time. Students may opt for a traditional minor in the social sciences or education, a self-designed minor, or one of the newly designed human services minors in criminal justice, recreation, community health, drug abuse, or employment and training. Courses are provided during days, evenings, and weekend colleges, and in off-campus locations, as well as on-campus.

Competencies to be achieved in the six generic areas of the curriculum include teaching and educational programming, supervising, counseling, problem-solving, evaluating, serving as a community liaison, and change agentry.

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or

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WASHINGTON UNIVERSITY

GRADUATE INSTITUTE OF EDUCATION
ST. LOUIS, MISSOURI

ABSTRACT

TITLE: Human Services Education Program

WHO: Graduate Institute of Education, Box 1183, Washington University, St. Louis, Missouri 63130

The faculty possess the generalist skills of the educator and the specialist skills of the trainer. They are analytical problem solvers who successfully integrate theory and practice. They have had broad-based experiences with undergraduates from the various interdisciplines of the program. Having a variety of work and life experiences enables them to understand the importance of matching curriculum and student development.

WHAT: The curriculum is designed to train entry-level professionals at the bachelor degree level. The core curriculum consists of 2 major components: 1) a set of courses designed to provide knowledge about various factors which influence human behavior and the skills appropriate to intervene at various levels, and 2) a field-based learning experience in which students have an opportunity to implement and increase their knowledge and skills. Course work is directed at developing an understanding of 6 major areas: individual, family, groups, organizational, institutional and societal-cultural. Graduates serve the clientele of community mental health agencies, alternative schools, women's self-help agencies, probation and parole units, community development agencies, health care institutions and governmental agencies. They are capable of front-line administration and are prepared to conduct workshops and carry out and plan evaluation.

WHY: The program attempts to develop the students' ability and willingness to think critically about human services systems; it points out the limitations of benevolence and the necessity of empowerment; it seeks to develop students-as-persons into professionals-as-persons.

WITH WHOM: The human services student is aware of being different from other students and finds both value and discomfort in this difference. He/she places emphasis beyond academic achievement, material comforts, or competition, and with characteristic introspection, seeks self-understanding. The student is focused on doing rather than being and sees him/herself as a "change agent" within the system. The program has granted the Bachelor of Arts degree to forty-nine students.

WHEN: The first group of 15 students was admitted in the program for their junior year in the Fall, 1975.

Sophomores may choose to take an introductory course which looks at human services within the context of contemporary American society. During the junior year, students enroll in four, three-credit core courses. At some time before graduation they must take an additional three-credit education elective. In the senior year, students do an internship for 6 to 12 credits over the course of both semesters. Individual adjustments in this program can be made for students with special circumstances.

WHERE: Typical field settings utilized by the program are often the same as those settings which hire graduates., i.e. community agencies, governmental offices, alternative and self-help institutions.

HOW: The Introduction to Human Services looks at human services within the historical, social, and political context of American society. During the fall semester of the junior year, the student takes The Helping Relationship which seeks an understanding of the psychological and social development of individuals and the components of communication between individuals. The same semester the student is enrolled in Groups: an Integrative Approach which is a critical examination of selected theoretical approaches to group behavior; case analysis of groups in a variety of settings; development of human services models within which to examine groups. During the spring the student takes Management of Human Services which offers an overview of policy and practice in human services organizations, particularly at the level of management operations; at the same time he/she is enrolled in People in Organizations which takes a look at analysis of organizations; understanding implications of different organizational structures and implementation of strategies.

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WEST TEXAS STATE UNIVERSITY
CANYON, TEXAS

ABSTRACT

TITLE: Community Counseling

WHO: West Texas State University, Canyon, Texas 79016

The program is located in the College of Education. The faculty and staff regularly assigned to the program are members of the graduate faculty; nearly all hold doctor's degrees.

WHAT: This Master of Education degree program is designed for students who wish to prepare for counseling outside the public schools. Graduates of the program obtain counseling skills and techniques that may be used in social work, in religious work, in youth organizations, in rehabilitation counseling, and other human service positions.

WHY: The community counseling program was established for those people who hold bachelor's degrees, who are working in fields outside public education, and who find themselves involved in counseling roles in their job assignment. Since the students interested in the program generally do not have a background in professional education courses, the College of Education waived, for this program, the prerequisite of 18 semester hours in professional education required for work in graduate education counseling courses.

WITH WHOM: The students who enter the program are generally those who have a background in psychology and/or sociology and who are interested in social work, religious work, rehabilitation work, or in youth work in organizations outside the public schools. The students are motivated to enter the program because of the opportunity to obtain a Master's degree and obtain the skills and techniques in counseling needed in their work. A Master of Education Degree is obtained. There have been forty-two graduates of the program since it was initiated.

WHEN: The program was started in 1974. The program requires 36 semester hours for completion. Most of the students are employed in a full-time position and enroll in the courses at night. Therefore, three to four years are required for completion of the program.

WHERE: Approximately 21 to 24 semester hours are spent in regular course work; 9 to 12 semester hours in clinical type situations and 3 semester hours in field experiences. In the field experience, the student works in a youth

rehabilitation organization entitled, "Team Resources for Youth" or TRY. The students are assigned a client from 10 to 17 years of age and work with the youth and his/her family. He works with and under a TRY supervisor. A professor in counseling from West Texas State University also supervises the student.

HOW: The content of the program is as follows:

Community Counseling Program Prerequisites:

Meet all requirements of the Graduate School
Six semester hours in psychology
Twelve semester hours in education and/or psychology (a teacher's certificate is not required)
A personality suited to counseling

Course		Sem. Hrs.
ED X 5501	Research	3
ED X 5528 or ED X 5515	Group Counseling or Vocational Assessment and Evaluation	3
ED X 5573 or ED X 5574	Individual Mental Testing I or Individual Mental Testing II	3
ED X 5575	Techniques of Counseling	3
ED X 5576	Vocational Information	3
ED X 5579	Practicum in Psychology and Counseling	3

A minor of 18 semester hours must be selected to support these courses. Ordinarily a major part of this work will be done in psychology; sociology and/or other minors may be used.

CONTACT: Dr. Kenneth Waugh
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ABSTRACT

WHO: The Human Services Program
Western Washington University
Bellingham, Washington 98225

The Human Services Program is situated in the School of Education. The faculty assigned to the program have worked in Human Services agencies and are familiar with field based programs. They are not currently involved in the teacher education program.

WHAT: The program objectives are to provide students with the skills and knowledge needed to work in existing and emerging human services fields. The diversity of agencies and activities in the human services requires that students be able to understand community structures and their dynamics, the development of human service systems including their history, management, values and structures, and the clients being served, with their needs, values, background and social settings. The general context of human services is emphasized so that students do not specialize as providers in a designated area of human services.

Experience in the field is the most significant aspect of the program since the program attempts to utilize the field placement as a laboratory.

WHY: The program attempts to reconsider ways of providing knowledge to clientele so that self-help is enhanced. How are members of the community to avail themselves of the resources and information which have proliferated significantly? Most important, the program examines the relationship of theory to praxis, principally the ways in which knowledge reaches application and is even informed and altered by emerging problems and human activities. At a practical level, the program attempts to provide a different type of "professional" serving public needs.

WITH WHOM: Students in the program are older (average age-34), 60% are employed in human services agencies, 80% are women, the majority have had their education interrupted, many are seeking new careers. Each year 60-70 students complete a B.A. degree in Human Services.

WHEN: The program was initiated as a degree program in 1974. The field based experiment had begun in 1971 through a University Year for Action grant. It is an upper division, two year program requiring 90 credits (36 field based). Students may take from two to three years to complete the program, depending upon their desire to pursue a part-time or full-time program.

WHERE: Seven hours per week are spent in regular course work, a minimum of eighteen hours per week is required in a work placement. Students are also expected to attend community workshops or training sessions in order to receive two credits under the title of problem series.

Students are in a variety of field placements, including daycare, crisis centers, training centers for the handicapped, probation, group homes, YM/YWCA's, legal aid services, youth clubs, and family resources groups. They are asked to stay in that placement for one year.

HOW: There are three instructional themes: knowledge acquisition, concept development, and skills application. These themes are presented in the form of courses which fit the program categories called Core, Seminars, Problem Series, and Theory/Practice Integration.

The Core courses offer 4 credits, are required and are completed in a sequence of six courses. These courses relate the individual to community to society in a network of community and societal structures (systems). The Seminars provide general knowledge on such topics as human development, management, the future, minorities, family, law. The Problem Series demands participation in community workshops and training programs. The Theory/Practice Integration accounts for work in an agency.

CONTACT: Information can be obtained from:

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